



BOURNEMOUTH SCHOOL

Year 8

Knowledge Organiser 1

Autumn Term

Name: _____ Master 8

Registration Form: - _____

✓Hard Work

✓Discipline

✓Smart Appearance

✓Respect

Year 8 - Autumn Term 1

Welcome to Year 8! I hope you've had a great summer and are ready for another successful year at Bournemouth School.

Year 8 is an exciting year because you'll begin thinking about your GCSE options and the subjects you might like to study in the future. The habits you build this year will make Year 9 and beyond much easier, so now is the perfect time to get organised.

Your Knowledge Organiser is one of the best revision tools you have. Aim to spend around 35 minutes each day revising your KO and 25 minutes reading or completing additional revision. Regular, short periods of revision are much more effective than trying to do everything the night before a test.

If revision didn't always go to plan in Year 7, don't worry, this is a fresh start. Try to build a routine that works for you. You might decide to revise at the same time every evening or spend a little longer on subjects you find more challenging. The timetable in this booklet is a guide, so adapt it to suit your own learning.

If you ever need help, have any questions, or are unsure where to start, please speak to your tutor, Mr McCalister, or me. We're here to support you and help you make the most of Year 8.

Have a brilliant term!

Mr Knight

Director of Learning – Year 8

What is a knowledge organiser (KO)?

This knowledge organiser provides you with the most important knowledge you need for each unit of study for this half term. Your aim is to transfer all of this information into your long-term memory so you can use it in your lessons.

How to use your knowledge organiser (KO):

1. Ensure you have your KO and Learning Journal with you at all times in school and at home for your home learning.
2. In lessons when you have covered information that appears on your KO, your teacher will ask you to put a tick next to that section. This means that is now added to what you must revise at home.
3. Initially, follow your home learning timetable to decide what to revise each evening.

The 4 learning strategies

There are 4 strategies that you can use to revise. They are progressively more challenging, so always start with the first in the list:

1. Look Cover Write Check

- i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
- ii. **LOOK** carefully at the subject and section of your KO you want to revise and try to remember as much as you can. Remember this should be a ticked section.
- iii. Now **COVER** this information so you can't read it.
- iv. **WRITE** out what you can remember word for word in your Homework Learning Journal.
- v. **CHECK** what you have written by comparing it to your KO. Tick each correct word in green pen and correct any errors you have made.
- vi. Repeat this process until you are confident you can remember everything you need.

AIM: You should be able to repeat the information by rote.

2. Self or peer quizzing

- I. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
- II. Write out a list of questions you could ask either yourself or a friend about this section of the KO. Write these in your Learning Journal.
- III. If you are working on your own, cover the KO and write a full answer to each question. If you are working with a partner, swap books and copy down their questions and have a go at answering them.
- IV. Now uncover the KO and use a green pen to tick or correct your work.

AIM: You should be able to repeat the information by rote but with a good understanding

3. Playing with words and sentences

- I. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections. You now want to check how well you have learnt the information in your KO.
- II. Definitions – look at words that are used in this section. Can you write a definition in your own words?
- III. Rephrasing – can you rewrite the sentences or explanations in your own words?
- IV. Summary – can you summarise the main points of this section of the KO?
- V. Synonyms – can you write synonyms for key words and ideas?
- VI. New Sentences – can you write a sentence that includes the key vocabulary or definitions that you have learnt?

AIM: You should be able to use the information in your KO in a flexible and confident way in your writing.

4. Think it, Link it

This is a technique to use towards the end of the half term when you are revising all of the KO.

- I. Think of the links or connections between different sections of your KO.
- II. Write these out in your own words in your Learning Journal.
- III. Think about the links between a particular section of your KO and what you have learnt in your lessons. Can you expand on this section by linking it to your wider knowledge?
- IV. Write this out in your Learning Journal.

AIM: You should be able to link your home learning and your lessons to show a confident understanding of the work covered.

How to present work in your Learning Journal

1. Always write the subject and the date when you start your home learning.
2. Always write the strategy that you are going to use for your home learning.
3. Always use a ruler to underline titles and dates.
4. Use a blue or black pen to write, or a pencil if you need to draw. Drawing should never be done in pen.
5. Use a green pen to complete corrections of your work.
6. You are expected to complete half a side of your Learning Journal each evening as a minimum.
7. You can work every Monday to Thursday in room 53 until 5pm. This is a quiet room where you can complete your home learning rather than doing it at home.

Checking: Your teachers will check your Learning Journal at least once a cycle. If they are concerned that you aren't doing your home learning thoroughly, they will log a home learning referral on Arbor, and offer you support and guidance. If you don't respond to this guidance, you will be issued with an After-school Detention where you will be expected to complete your home learning.

Do Now tasks: At the start of every lesson, you should expect a Do Now task. This is a low stakes retrieval quiz on what you have learnt in lessons so far.

If you have completed your home learning, this should be easy. The aim is to get 100% in every Do Now task. If you miss this target occasionally, don't worry. If it happens regularly your teacher will have a chat and offer you support.

Maths: Your teacher will set you tasks to complete on Dr Frost Maths. This will be set every week on a Monday and will be collected in and checked on a Friday. If this has not been completed you will be issued a Detention on a Wednesday lunchtime.

How long should I spend on my home learning?

Below is an example of what your home learning timetable may look like. There is no expectation to work at the weekend, and you will see that one evening should be spent doing something other than school work, ideally a physical activity. You may adjust this according to your commitments outside of school. It doesn't have to be on a Wednesday. This timetable is a guide only. If you want to spend longer revising a subject that you find more difficult and less time on one you find easy, that is your choice.

Key Stage 3					
Week 1					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins	MFL	MFL	Physical Activity	MFL	MFL
10	Maths	English		Maths	Art
10	Science	RS		Music	Science
10	Computing	FPAN/Graphics		History	Geography
25	Reading / Revision	Reading / Revision		Reading / Revision	Reading / Revision
Week 2					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins	MFL	MFL	Physical Activity	MFL	MFL
10	Maths	English		Maths	Art
10	Science	RS		Music	Science
10	Computing	DT		History	Geography
25	Reading / Revision	Reading / Revision		Reading / Revision	Reading / Revision

You should spend about 35 minutes revising each day. You should also spend about 25 minutes either reading or completing further revision each day.

Rewards at Bournemouth School

At Bournemouth School, we want to recognise the many different ways that students contribute and succeed. Rewards are not just about getting the highest marks. They recognise **achievement, effort, progress, excellent behaviour, attendance and contribution to our school community**.

There are two main ways your success is recognised: the **Bournemouth School 100** and **Achievement Points**.

The Bournemouth School 100

Every term, you will receive a **Bournemouth School 100 score**. This gives you a score out of 100 based on five areas of school life.

Each area is worth up to **20 points**:

Area	What counts?	Maximum
Behaviour	Consistently meeting our expectations and avoiding Behaviour Points	20
Achievement	The Achievement Points you earn in lessons and through wider school activities	20
Progress	The progress you are making across your subjects	20
Attendance	Attending school regularly – 97% or above earns the maximum score	20
Community	Leadership, volunteering, peer support and getting involved in school life	20
TOTAL		100

This means there are lots of ways to build a strong score. You don't have to be the highest-attaining student in your year: excellent behaviour, strong progress, good attendance and making a positive contribution all count.

Keep track of your score

You will receive an update at the end of each half term so that you can see how you are doing and where you could improve.

The full scoring charts for each category will be published in your **Knowledge Organiser** at the start of each half term.

Your Bournemouth School 100 score will also be included in your termly report to parents/carers.

Can you make the top 25%?

At the end of the year, we will calculate your average Bournemouth School 100 score across all three terms.

If your score places you in the **top 25% of your year group**, you will receive a **Bournemouth School 100 badge** to wear during the following academic year.

The challenge is to perform consistently across the whole year and across all five areas.

Achievement Points

Staff award **Achievement Points (APs)** throughout the year to recognise excellent work, effort, improvement and positive contributions to school life.

Your points build up across the year, allowing you to work towards three reward stages.



Bronze — 230 Achievement Points

You will receive:

- a **Bronze certificate** from your tutor
- **one entry into the school raffle**



Silver — 280 Achievement Points

You will receive:

- a **Silver certificate** from your Director of Learning
- **another entry into the school raffle**



Gold — 350 Achievement Points

You will receive:

- a **Gold certificate** from SLT
- **a third entry into the school raffle**
- an **early lunch served by SLT**
- entry into the **Achievement Points Leaderboard**

Reached Gold? Keep going.

Gold isn't the end of the challenge.

Once you reach **350 Achievement Points**, you will compete to finish among the highest Achievement Point earners in your year group.

The **top 30** will be displayed and updated each week.

At the end of the year:

1st place



Achievement Cup for your year group + **gift card**

2nd–10th place



Framed certificate + gift card

11th–30th place



Framed certificate

What should you aim for?

There isn't just one way to be successful at Bournemouth School.

Work hard. Make progress. Meet our expectations. Attend regularly. Get involved. Contribute positively.

Remember our core values: Hard work, discipline, smart appearance, and respect.

Having these aims at the forefront of your mind everyday in school will help you earn recognition — and gives you something to aim for throughout the year.

Unit 1 Gargoyles – clay modelling project

☐ What is an sculpture?

A sculpture is a work of art that is produced by carving or shaping stone, wood, clay, or other materials

☐ A **sculptor** is someone who creates sculptures

☐ There are different types of sculptures they include

Freestanding sculpture, Relief, Installation, Assemblage, Kenetic,

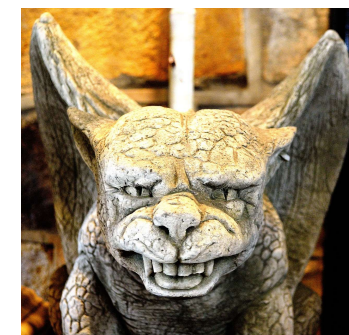
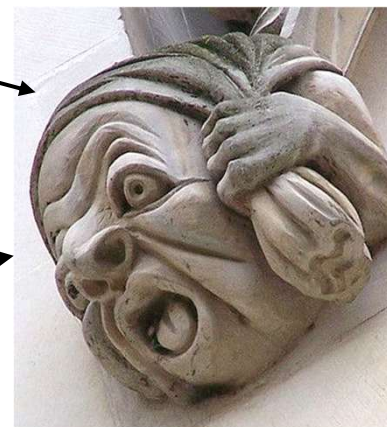
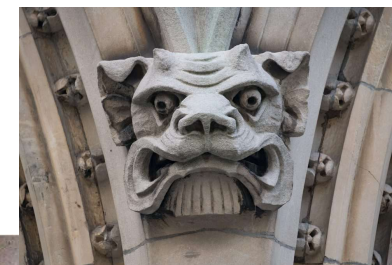
☐ The three basic categories of sculpting are modelling, casting, and carving

Look cover write check

☐ **Gargoyles** were commonly used in medieval times. Their two main purposes were to scare off evil, and to divert rainwater.

☐ The word "**Gargoyle**" originates from the old French word "Gargouille" meaning "throat" but which also describes the gurgling sound of water as it is coming down the downspout.

- ☐ Gargoyles usually have exaggerated facial features
- ☐ Elongated nose and ears
- ☐ Wrinkles to add more emphasis of expressions
- ☐ Placed at the top of the buildings, although slightly lower than the roof level to help divert the water
- ☐ Gargoyles divert the rainwater to maintain the structure and prevent unnecessary erosion
- ☐ Materials- made from stone



Keyword	Definition – read, cover, write, review
Clay	Clay is a natural material made up of tiny particles of rock. When clay is mixed with enough water, it feels like soft, gluey mud. Unlike plain mud, however, clay holds its shape. Clay can be pinched, rolled, cut, or built up in layers to form shapes of all kinds.
Kiln	A special oven that gets super hot to turn clay into ceramics.
Slip	Used to join clay using a process of scoring and slip. This can be apply using your hands or a brush. It's made from soft clay and water mixed together to form a paste.
Score	Is when you cross hatch the clay on the surfaces you want to join, this creates a rough area to they apply slip and join the two pieces together.
Pinch pot	A bowl made by pinching a sphere of clay.
Slab	A flat "pancake" of clay made hands, a rolling pin or clay press.
Bisque	Clay has been fired once, it can now be glazed or painted.

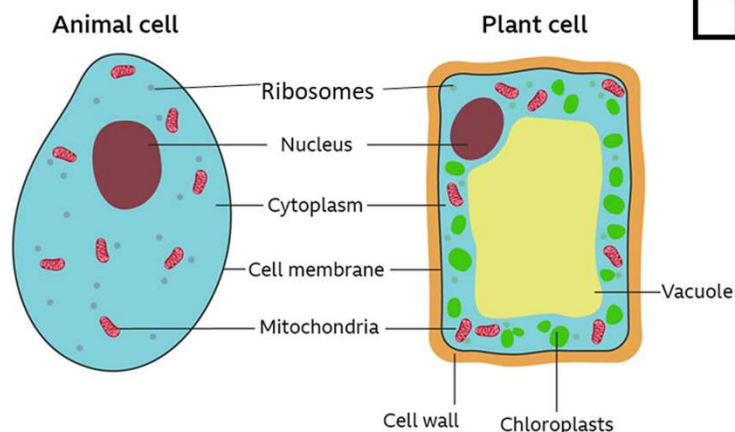
Respiration- A series of chemical reactions, in cells, that breaks down glucose to provide energy.

Aerobic respiration- Breaking down glucose with oxygen to release energy and producing carbon dioxide and water.

Anaerobic respiration- Releasing energy from the breakdown of glucose without oxygen, producing lactic acid (in animals) and ethanol and carbon dioxide (in plants and microorganisms).

Fermentation- Anaerobic respiration in plants and microorganisms. Yeast fermentation is used in brewing and bread-making.

MRS GREN = The seven life processes. Movement, respiration, sensing, growth, reproduction, excretion, nutrition.



Respiration equations.

. Aerobic respiration

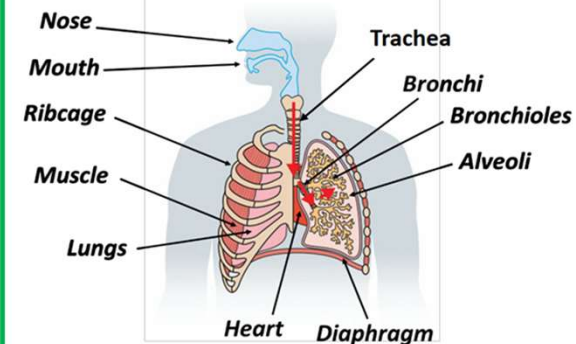
Glucose + Oxygen → Water + Carbon dioxide

. Anaerobic respiration in animals

Glucose → Lactic Acid

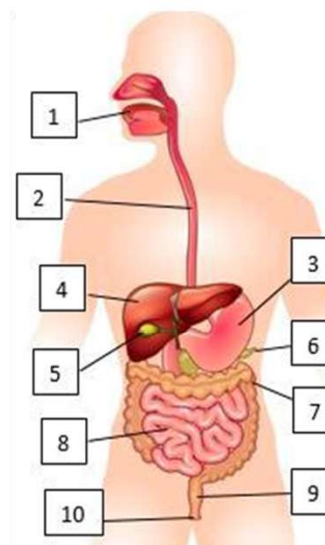
. Fermentation

Glucose → Ethanol + Carbon Dioxide



The digestive system

1	Mouth
2	Oesophagus
3	Stomach
4	Liver
5	Gall bladder
6	Pancreas
7	Large intestine
8	Small intestine
9	Rectum
10	Anus



Chemistry CG: The Periodic Table

Keyword	Learn	✓	The Periodic Table	Properties of Metals	Properties of Non-Metals
Brittle	Hard but easily broken		Elements are arranged into groups based on their properties. Those with similar properties are found in the same group.	- shiny - good conductor of heat - good conductor of electricity - sonorous - oxides form alkaline solutions - high density - malleable - ductile	- dull - poor conductor of heat - poor conductor of electricity - not sonorous - oxides form acidic solutions - low density - brittle
Chemical Property	A feature of the way a substance reacts with other substances		Metals are found on the left of the stepped line, and non-metals on the right. However, some elements, particularly those close to the line have properties of both.		
Conductor	A substance that allows heat or electricity to be transferred through it				
Density	Mass/Volume. The more dense a substance is, the heavier it feels for its size				
Ductile	Can be stretched into wires				
Dull	Not shiny/lustrous				
Group	A column of the Periodic Table containing elements with similar chemical properties				
Malleable	Can be hammered or pressure into different shapes				
Metal	An element which is usually shiny, malleable and can conduct electricity				
Non-metal	An element which is usually dull, brittle and a poor conductor of electricity				
Period	A row on the Periodic Table				
Physical Property	A feature of a substance that can be observed without changing the substance itself				
Shiny	Lustrous. A surface that reflects light				
Sonorous	Makes a ringing sound when hit/dropped				
Trend	The general direction in which a set of data changes, e.g. increasing/decreasing				

atomic mass →	23
element symbol →	Na
element name →	Sodium
atomic number →	11

Properties of Alkali Metals	Properties of Halogens	Properties of Noble Gases
- solids at room temperature (melting and boiling points decrease moving down the group) - very reactive (reactivity increases moving down the group) - good conductors of heat and electricity - soft - shiny when cut - low density	- some solids, a liquid and some gases at room temperature (melting and boiling points increase moving down the group) - very reactive (reactivity decreases moving down the group) - poor conductors of heat and electricity - solids are brittle - low density	- gases at room temperature (the melting and boiling points increase as you move down the group) - unreactive (however reactivity increases slightly as you move down the group) - poor conductors of heat and electricity - low density

Chemistry CH: Metals and Non-metals

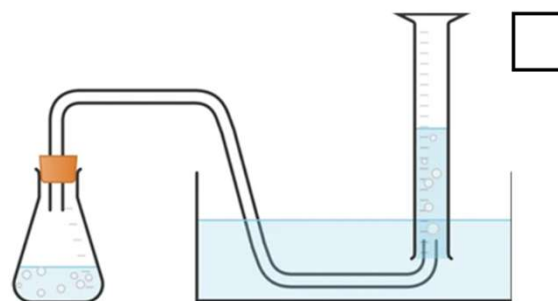
Key term	Definition	
Metal oxide	Formed when metals react with oxygen. These compounds are basic.	
Non-metal oxide	Formed when non-metals react with oxygen. These compounds are acidic.	
Oxidation	A reaction in which a substance combines with oxygen.	
Metal hydroxide	Formed when metals react with water. These compounds are basic.	
Metal salt	Formed when metals react with acids. These compounds are neutral.	
Reactivity	How vigorous a reaction is between two chemicals.	
Displacement	A more reactive metal takes the place of a less reactive metal in a compound.	
Signs of a chemical change	Change in properties e.g. magnetism/pH Fizzing: gas produced Colour change Temperature change Formation of a precipitate	
Test for hydrogen	Use a lighted splint: makes a 'pop' sound	

Metal reactions

Metal + Oxygen → metal oxide

Metal + water → metal hydroxide + hydrogen

Metal + acid → metal salt + hydrogen (M.A.S.H)



Hydrogen gas is invisible. You can collect gas over water using a measuring cylinder

Metal and acid observations:

- 1) Metal gets smaller
- 2) Bubbles are produced

A more reactive metal will:

- 1) Change size (disappear) faster
- 2) Produce bubbles faster

Intro to Programming with Small Basic

Keyword	Definition / Example	✓
Programming language	A set of instructions that enables humans to communicate commands to a computer.	
Syntax error	When we break the rules of a language.	
Text Window Operations	<code>TextWindow.WriteLine("Hello")</code> <code>TextWindow.Write("Hello")</code> <code>TextWindow.Clear()</code>	
Text Window Properties	<code>TextWindow.Title = "Lesson 1"</code> <code>TextWindow.BackgroundColor = "Red"</code> <code>TextWindow.ForegroundColor = "Blue"</code>	
Variable	A value held in a location in the memory of the computer.	
Concatenation	Joining text together.	
Algorithm	A set of instructions.	
Sequence	The order of instructions in a program.	
Decomposition	Breaking a problem down into smaller problems.	
Text Operations	<code>Text.GetLength("Bournemouth")</code> <code>Text.ConvertToUpperCase("Bournemouth")</code> <code>Text.ConvertToLowerCase("Bournemouth")</code>	

Keyword	Definition / Example	✓
Getting input	<code>name = TextWindow.Read()</code>	
Arithmetic operators in Small Basic:	+ Add - Subtract * Multiply / Divide	
Maths Commands:	<code>Math.SquareRoot(number)</code> <code>Math.Power(number, power)</code> <code>Math.Round(number)</code>	
Pattern recognition	Finding similarities to other problems you have written code for already.	



To practise Small Basic at home go to:
smallbasic-publicwebsite-code.azurewebsites.net

Year 8

Knowledge Organiser

Design Technology

Tick here	Key word	Definition
	Styrofoam	A soft material which is used for modelling.
	Modelling	When a 3D model is made to visualise and test a product.

Tick here	Tool/ equipment name	Function
	Template	Used to draw around to mark out a complex shape.
	Hot wire cutter	A machine which cuts Styrofoam only using a hot wire – it slices through the material.
	Surform	These are like cheese graters. They roughly shape out soft material.
	Glasspaper	Abrasive paper which sands down and smooths materials.
	UHU adhesive	A general purpose glue which permanently joins dissimilar materials.
	Bradawl	A tool for boring holes.

Tick here	Tool/ equipment name	Function
	Try square	Marks out a right angle.
	Steel rule	Measures small distances.
	Marking gauge	Indents a parallel line to an edge.
	Tenon saw	Cuts timber in straight lines.
	Chisel	Chips away waste timber.
	Mallet	Helps drive a chisel through work.

Activities to try out at home (optional – not compulsory):

- Write down the functions of a bobbin sander, belt sander, line bender and pillar drill
- Research what the letters CAD and CAM stand for
- Research the advantages of using CAD/CAM when designing and making a product
- Research what the terms ergonomics and anthropometrics mean. How does they link to Design Technology?
- What does the term 'tolerance' mean and how does this link to accuracy? Why is it important to be accurate when designing and making a product?

Emerging in Europe in the 18th century, Gothic literature is a genre that places strong emphasis on intense emotion, pairing terror with pleasure, death with romance. The Gothic is characterized by its darkly picturesque scenery and its eerie stories.

Key Features of the gothic:				Context – The Victorian Era & The scientific fears of Victorian Society			
	✓		✓		✓		✓
Pathetic fallacy Using the weather or setting to suggest human emotions and set the mood of the scene.		Setting Typical gothic story - set in and around a castle, graveyard, cave, convent, monastery, church, cathedral, chapel or dungeon. The setting, like the weather, is used to create a specific tone.		This was a period in history from 1837 to 1901 when Queen Victoria was on the throne. It was very different to now, as there was no electricity, no TV, no internet, and cars were only just invented at the end of her reign.		Charles Darwin’s theory of evolution - the human race was changeable and could evolve or even degenerate or devolve (“if something can evolve, it can also devolve”).	
The Supernatural Unexplainable phenomena such as ghosts, vampires etc.		An outsider Often the main protagonist is an outsider, unaware of the dangers.		The Victorians were fascinated by ghosts. Charles Dickens, belonged to a ghost hunting club! It became a tradition at Christmas to sit round the fire as a family and tell spooky ghost stories.		Victorians because of this idea of the human species being in an ‘unfixed’ state assumed that the human race was in a state of decay.	
Revenge Inflicting harm for an injury or wrong suffered from another.		The Uncanny An everyday familiar object or relationship is presented in an alien or grotesque way e.g. a child’s toy juxtaposed in a gloomy environment.		There was a strict class system: working class, middle class and upper class. The upper class people had servants who did all their cooking, cleaning and child care.		Many people were shaken by the Darwin’s key idea: that instead of God, the idea that human beings were descended from apes, although Darwin only hinted at it.	
A woman in distress Classic Gothic trope - essentially represents the weak female that needs to be rescued from the impending doom of the outside world.		Past/Present The past coming back to haunt the present.		One of the most interesting aspects of Victorian Gothic literature was the fascination with science. At this time, science was still an emerging field, and one that many people regarded with distrust.		Late in the 18 th century, scientist Luigi Galvani, who was experimenting on dissected frogs, mistakenly touched a brass rod to a steel scalpel making a clear contraction of muscle in an otherwise dead frog.	
Key Terminology							
Ballad: poem that often tells a story. It has a regular rhyme scheme.							
Rhyming couplet: a pair of successive lines that rhyme .							
Internal rhyme: Words that rhyme within a line of poetry							
Catalyst: when a condition, event, or person that is the cause of an important change.							
Epistolary Novels: The use of letters, diary entries and other documents in a novel. This is a common trope of gothic fiction and it also increases the mystery and tension.							
Semantic field: Group of words related in meaning.							
Foreshadowing: Giving a hint or clue of what might happen later in the text.							
				The Victorian Gothic also explored the idea that human nature is weak and easily swayed to evil			
				Galvani believed that this form of electricity, which he called “animal electricity”, was a form of energy that was still being held in the animal’s tissue and that perhaps, bringing people back from the dead was possible!			

Glossary	✓		✓
Quaint – Attractively unusual or old-fashioned		Torrent – Strong or fast moving stream of water	
Pallas – A name (unknown meaning) of Athena		Galleon – Sailing ship used (Spanish) 15 th to 17 th Century	
Lore – Traditions/knowledge held on a subject; typically passed from person to person		Breeches – Short trousers fastened below the knee	
Pallid – (Person's face) Pale; because of poor health		Bonny – Attractive or beautiful	
Chamber – Private room e.g. bedroom		Tawny – Orange-brown or yellowish colour	
Placid – Not easily upset or excited		Priming – A substance that prepares something for use or action	
Implore – beg someone desperately		Spur (spurred) – Spiked device on the heels for urging a horse forward	
Scarce – Insufficient for the demand		Rapier – Thin, light sharp-pointed sword	
Ascribe – Cause of something		Brandished – Wave as a threat or in anger or excitement	
Importunate – Persistent; especially to the point of annoyance		Convulse (convulsive) – Sudden, violent, irregular movement of a limb or body	
Unhasp - Unfasten		Lustrous – Shining	
Discerned – Perceived or recognized something		Ardour – Enthusiasm or passion	
Staple – A thin wire		Inarticulate – Unable to speak distinctly or express clearly	
Obscure – Not discovered or known about – uncertain		Wretchedly (wretched) – Very unhappy or unfortunate state	
Tenacious – Keep a firm hold		Aquiline – Hooked or curved like an eagle's beak	
Lamentable – Bad or unsatisfactory		Ruddy (ruddiness) – (Person's face) having a healthy red colour	
Doleful – Sorrow or mournful		Hitherto – Until now or until the point in time under discussion	
Agitation – Anxiety or nervous excitement		Veneration – Great respect	
Indignation – Anger/annoyance provoked by what is perceived unfair treatment		Exordium – Beginning or introductory part, especially of a discourse or treatise	
Tumult - Loud confused noise – usually caused by a mass of people		Earnest – results from or showing sincere and intense conviction	
Cessation – Process of ending/being brought to an end		Profound – A state, quality or emotion (very great intense)	



Factors affecting food choice ☐

Food choice factors: Preferences, time constraints, social occasions, health criteria, location, budget.

Coeliac Disease: An autoimmune condition where consuming gluten damages the villi in the small intestine.

External triggers: Media advertising, peer pressure, influencers, supermarket price promotions.

Meal planning limitations: Budget, skills, available preparation time, on-hand ingredients and accessible cooking equipment.

Muffins with buttercream ☐

Muffin method: Liquid ingredients are combined separately, then folded gently into dry ingredients to avoid over-working the mixture.

Over-mixing: over-mixing muffin batter overworks gluten, creating a tough, heavy, and rubbery texture.

Star nozzle: The specialised star-shaped piping tip chosen to squeeze clean, defined ridges into decorative buttercream.

Swirl Motion: Squeeze and spiral counter-clockwise from the outer edge inward to build structure.

Global Cuisine ☐

UK Food Sources: 58% of UK food is homegrown, 23% is imported from Europe, and 19% originates from the rest of the world.

Import Reasons: Climatic limitations e.g. rice and bananas cannot grow in the UK and off-season consumer demands.

Cuisine: A distinct style/method of cooking native to a country/region, driven by history, climate, culture and customs.

Shortcrust Pasties ☐

Shortcrust pastry ratio: 2:1 ratio of flour to fat e.g. 200g flour to 100g butter (or mix of butter and lard)

Resting pastry: Resting the prepared dough in the fridge for 20 mins relaxes the gluten to ease rolling and stop shrinking.

Shortening: Fat coats flour granules, waterproofing them to block water entering and stop long gluten chains from forming (yields crumbly pastry).

Crimp and Glaze: Pinching the pastry edges together seals the savoury filling; an egg wash or milk glaze adds a glossy, golden sheen.

Curry and Naan ☐

Knife Grips: Bridge and claw methods used to safely slice and dice without injury.

Bacterial control: Food should be heated to 75° C for at least 30 secs to destroy pathogenic bacteria.

Baking powder: A chemical raising agent. Working by producing carbon dioxide gas bubbles when reacting with water to aid rise and give a fluffy texture.

Culture and Beliefs ☐

Cultural Identity: Intangible heritage expressed via traditional food habits shared during festivals and family milestones.

PDO Scheme: Protected Designation of Origin. An EU certification validating that foods (e.g. Parmigiano Reggiano) are produced in a specific region using traditional local recipes.

Religious restrictions

Islam: Prohibits **Haram** foods e.g. pork, blood and alcohol

Judaism: Permits **Kosher** foods but foods not permitted e.g. pork or shellfish are trefah. Milk and Dairy cannot be mixed

Hindus: Avoid beef (the cow is held in high regard)

Buddhists: Follow a strict vegetarian/vegan diet to avoid harming living organisms.

Sikhs: Share free, vegetarian meals in a community kitchen called a **Langar**



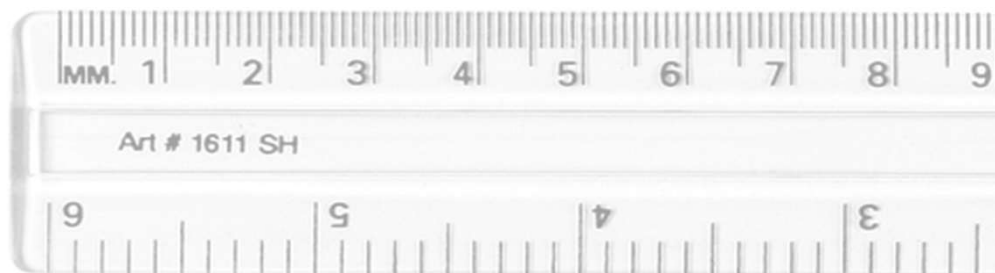
Equipment



ID Card



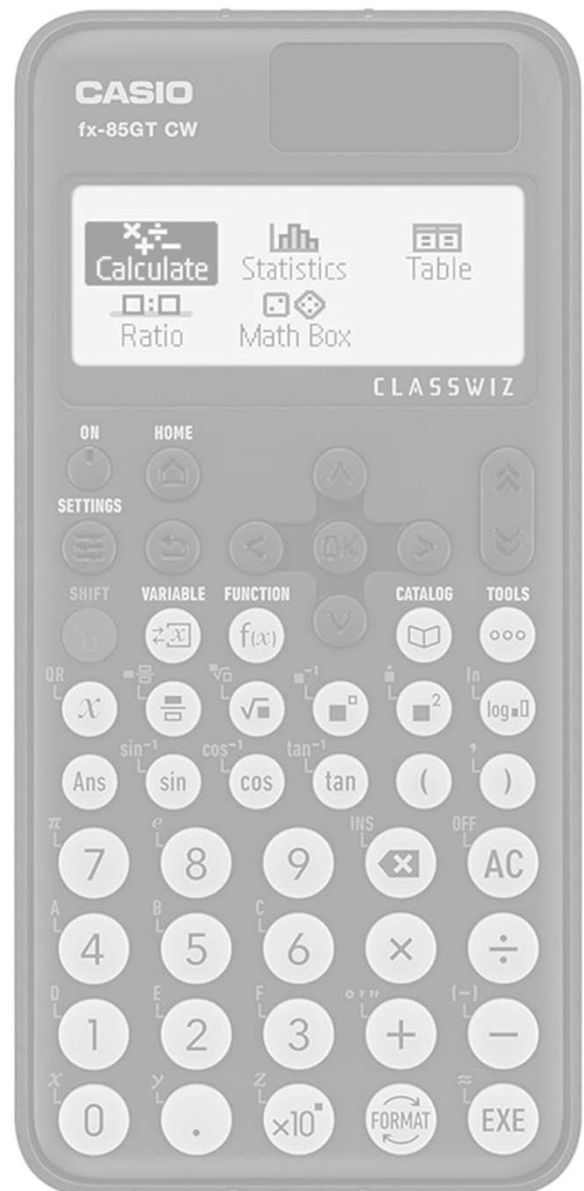
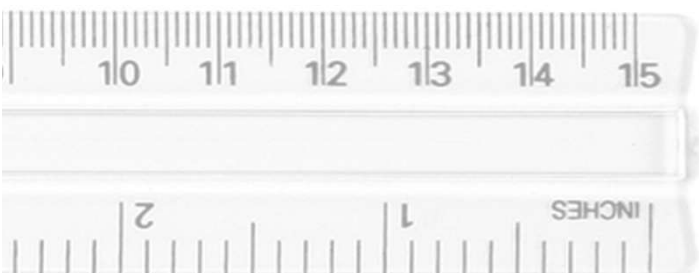
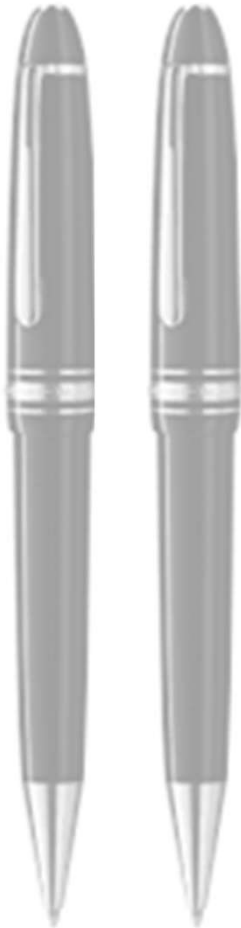
Whiteboard
Rubber



Check



- ID card
- Green and purple pens
- Whiteboard pens
- Black/blue pens
- Glue stick
- Pencil
- Ruler
- Calculator
- Whiteboard rubber



Les émissions		
À la télé	On TV	
Je regarde...	I watch	
les dessins animés	cartoons	
les documentaires	documentaries	
les émissions de sport	sports programmes	
les émissions de télé-réalité	reality TV programmes	
les émissions musicales	music programmes	
les infos	the news	
les jeux télévisés	game shows	
la météo	the weather	
les series	series	
les séries policières	crime series	
les séries américaines	American series	
Les films		
les comédies	comedies	
les films d'action	action films	
les films d'amour	romantic films	
les films d'aventure	adventure films	
les films d'arts martiaux	martial arts films	
Aller au cinéma/au ciné	To go to the cinema	

Sur Internet		
J'envoie des e-mails.	I send emails.	
Je fais des recherches.	I do research.	
Je fais des achats.	I buy things.	
Je fais des quiz.	I do quizzes.	
Je joue à des jeux vidéo	I play games	
Je mets à jour ma page perso.	I update my homepage.	
Je vais sur...	I go on...	
J'utilise...	I use....	
Je télécharge	I download	
Je fais du codage	I do coding	
La lecture (reading)		
Je lis...	I read	
Un livre	A book	
des BD	comic books	
Des magazines	magazines	
des livres d'épouvante	horror books	
des magazines sur les célébrités	celebrity magazines	
des romans fantastique	fantasy novels	
des romans policiers	thrillers	
des romans d'amour	romantic novels	
Lire – to read (irregular verb)		
Je lis	I read	
Il/elle lit	He/she reads	
Nous lisons	We read	

Past tense verbs for Internet		
J'ai posté	I posted	
J'ai regardé	I watched	
J'ai joué	I played	
J'ai écouté	I listened to	
J'ai surfé	I surfed	
J'ai téléchargé	I downloaded	
J'ai envoyé	I sent	
J'ai chatté	I chatted on line	
J'ai parlé	I talked	
Opinions for TV and film		
émouvant	moving	
palpitant	gripping	
affreux	awful	
pratique	practical	
informatif	informational	
effrayant	scary	
Time phrases		
d'abord	firstly	
ensuite	then/next	
puis	then	
après le dîner	after dinner	
avant de me coucher	before going to bed	

Common opinion verbs		
J'aime bien		
J'adore		
Je n'aime pas		
Je déteste		
Je suis fan de...		
À mon avis		
Je pense que		
Je trouve ça		
Opinions in 3 tenses		
C'est		
Ce n'est pas		
C'était		
Ce n'était pas		
Ça va être		
Common opinion adjectives		
amusant		
bien		
mauvais		
nul		
barbant		
ennuyeux		
affreux		
pratique		
intéressant		
chouette		
effrayant		

Essential frequency phrases		
tous les jours		
le week-end		
le soir		
Souvent		
Parfois/quelquefois		
De temps en temps		
D'habitude		
Future tense time phrases		
le week-end prochain		
l'année prochaine		
demain		
Past tense time phrases		
Hier		
Hier soir		
Le week-end dernier		
La semaine dernière		
L'année dernière		
Common essentials		
aussi		
mais		
par exemple		
très		
assez		
un peu		
parce que/car		

Aller – to go		
Je vais		
Tu vas		
Il/elle va		
Nous allons		
Vous allez		
Ils/elles vont		
Avoir – to have		
J'ai		
Tu as		
Il/elle a		
Nous avons		
Vous avez		
Ils /elles ont		
Être – to be		
Je suis		
Tu es		
Il/elle est		
Nous sommes		
Vous êtes		
Ils/elles sont		
Faire – to do/to make		
Je fais		
Tu fais		
Il/elle fait		
Nous faisons		
Vous faites		
Ils/ elles font		



YEAR 8 GEOGRAPHY

Rivers

Section 1: Hydrological Cycle and Drainage Basins

Hydrological cycle – the continuous movement of water between the land, the sea and the air.

Evaporation - Water changes state from liquid to gas.

Transpiration - Water vapour enters atmosphere through plants.

Interception - Water is stored on leaves and branches of vegetation.

Throughflow - Water flows through the soil into the river.

Infiltration - Water seeps into soil.

Groundwater flow - Water flows through the rock into the river.

Surface runoff - Water flows over the land into the river.

Precipitation - All water released from clouds such as rain, snow, hail, sleet & snow.

Drainage basin – the area drained by a river and its tributaries.

Source – the beginning of a river, which is the furthest point from the mouth

Confluence – where a tributary joins a river

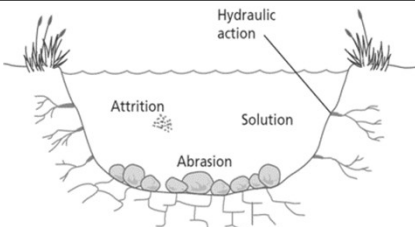
Watershed – the boundary of a drainage basin

Mouth – the end of a river

Tributary – a small stream or river adding to a larger river.

Section 2: Processes

• **Erosion** – The wearing away and removal of material by a moving force. There are four different processes of river erosion: abrasion, attrition, solution, hydraulic action.



• **Transportation** – The movement of eroded material. There are four different processes of river transportation: solution, suspension, saltation, traction

• **Deposition** – Occurs when material being transported by the river is dropped due to the sea losing energy.

Section 3&4: River Courses

UPPER COURSE

Lowest velocity, steep gradient, water is very clear.

Landforms include: V shaped valleys, interlocking spurs, waterfalls

Interlocking Spur formation:

- If there are areas of hard rock which are harder to erode, the river will bend around them.
- This erosion creates interlocking spurs of land, where land looks as if it links together.

MIDDLE COURSE

Increased velocity, slightly gentler gradient, less clear water. Landforms include: Meanders, oxbow lakes.

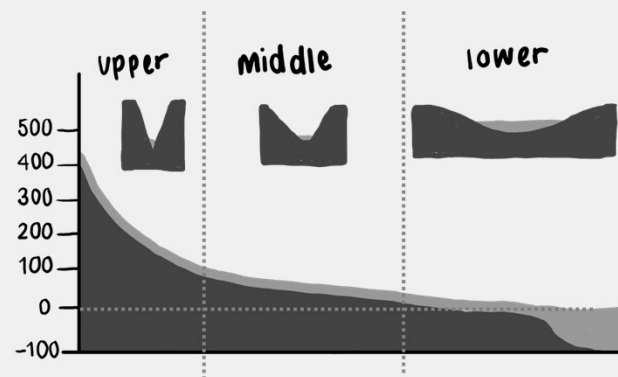
Meander formation:

Faster water on the outside bend erodes, forming a river cliff. Slower water on the inside deposits sediment, creating a river beach. This erosion and deposition create meanders that migrate and change shape over time.

LOWER COURSE

Greatest velocity, flat gradient, water not very clear.

Landforms include: Levees, deltas, estuaries.



Section 5: Flooding

Physical causes of flooding:

Heavy rainfall

Long periods of rain

Snowmelt

Steep slopes

Impermeable rock (doesn't allow water through)

Very wet, saturated soils

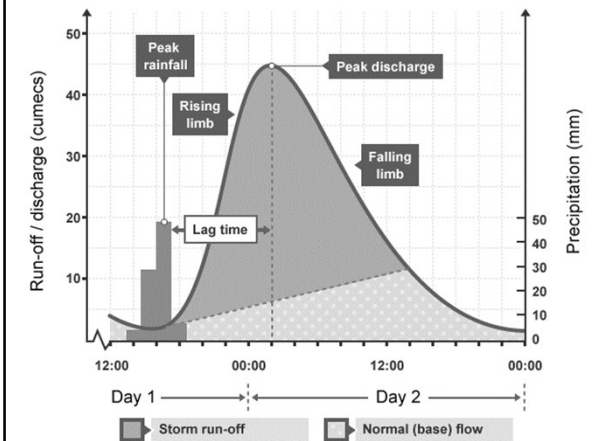
Compacted or dry soil

Human factors increasing flood risk:

Urbanisation

Deforestation

A **hydrograph** is a way of showing how a river responds to a rainfall event showing the relationship between rainfall (mm) and discharge (m^3/s).



Rising limb = indicates discharge increases a few hours after rainfall.

Peak flow = Discharge reaches max levels.

Recession (falling) limb = indicates a fall in discharge once the water has passed downstream.

Lag time = time from peak rainfall to peak discharge.

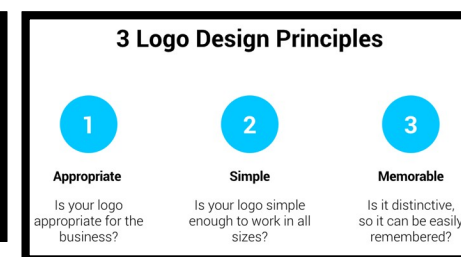
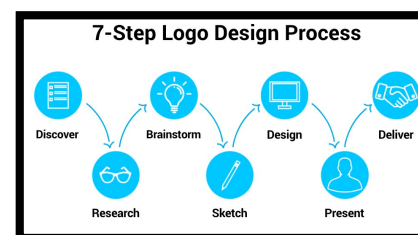


Keyword	Definition – read, cover, write, check, redo	Tick
Typography	Typography is the art and design of text, it is the visual component of the written word,". All visually displayed text, whether on paper, screen or billboard, involves typography	
Design brief	A design brief is a document that outlines the core details and expectations of a design project for a client.	
Design specification	A design specification is a list of criteria a product needs to address. Using the brief as a starting point for research, a specification can be written when more facts are known.	
Branding	A brand is a name, design or symbol, or some other feature which identifies a particular company or product.	
Kerning	Kerning refers to the space between two specific letters (or other characters: numbers, punctuation, etc.) and the process of adjusting that space improves legibility.	
Tracking	Tracking is similar to kerning in that it refers to the spacing between letters or characters. However, instead of focusing on the spacing between individual letters (kerning), tracking measures space between groups of letters	

Why do businesses need branding?

Brand identity allows businesses to have a visual presence in the market place. Branding design encompasses all your graphic design decisions that define a brand. It includes a company's visual identity, such as the logo, color palette, and graphic elements, as well as marketing materials such as business cards and product packaging.

The rebranding process begins when a company or organisation needs to evolve and shift – often seeking to drive growth. These efforts could begin because they want to reposition themselves within their current market, they want to broaden their appeal, or they may be looking to expand into a new space.



Keyword	Definition - Layout in Graphic Design – <i>think it link it</i>	Tick
Hierarchy	Typographic hierarchy is an essential part of any design or layout. Hierarchy is a way to visually rank your design elements.	
Repetition	Using repeating patterns or shapes can add interest - for instance, using a certain shape or line type as the basis for a lettering design.	
Negative space	Negative space refers to the empty spaces on your artboard. The right amount of negative space in your design will separate objects, cushion text to make it more readable and encourage your audience to look at certain elements of your design, helping you to direct their visual flow	

Keyword	Colour theory in Graphic Design	Tick
Monochrome	Monochrome is used to describe design or photographs in one colour or different shades of the single colour. An image created in black and white or in varying tones of only one colour.	
Analogous	Colours are called analogous colours when they are very similar to each other, especially when they are next to each other on a colour wheel. For example, red, red-orange, and orange are analogous colours.	
Complementary	Colours that are opposite each other on the colour wheel are considered to be complementary colours (example: red and green, example Christmas).	
Gradient	A gradient is a gradual change of colours (such as green turning gradually into blue) or a colour fading into transparency. There are two common types of gradients: radial and linear.	
Opacity	Opacity enables us to make an element of a design transparent. The lower the opacity, the more transparent an element is. For example, 100% opacity means an object is solid.	

Bournemouth School: History Department: Knowledge Organiser: Year 8: Autumn 1: Slavery and Empire

Slavery and Empire: Timeline of key events:						History Skills: Defined		
Events		Dates		✓		Term	Definition	✓
John Hawkins becomes the first Englishman definitely known to have traded with Africans.		1562-9				Provenance	Refers to the nature (type of source), origin (who wrote it and when) and purpose (what does it intend to do/who is the intended audience) of a source.	
Granville Sharp begins legal challenges to the British slave trade.		1765						
First abolition bill from Wilberforce defeated.		1791				Contextual Knowledge	Information about the time period in which the source was made, which either agrees or disagrees with the information in the source. Contextual knowledge must not be included In the source.	
Slave Trade was abolished in most of the British Empire- now illegal to buy/sell slaves.		1807						
Slavery Abolition Act is passed in Parliament. All enslaved people in the Caribbean given freedom although some other British territories have to wait longer.		1833				Source Utility	Evaluating how useful or limited a source is in answering a given enquiry based on its provenance and contextual knowledge from the period. An exceeding source utility answer must cover all 3 points of provenance throughout the 2 sources and must include contextual knowledge about both sources.	
Countries in the British Empire support Britain during WWI.		1914-18						
Declaration of Indian independence		1947						
Key People						Key Terms: Slavery Empire		
		✓			✓	Term	Definitions	✓
	Olaudah Equiano Writer and anti-slavery campaigner			Duleep Singh Ruler of the Punjab 1843-1849		Triangular Slave Trade	Refers to the trade route involving 3 main legs: Europe to Africa, Africa to the Americas and the Americas back to Europe	
	William Wilberforce MP and campaigner for abolition of slavery			Queen Victoria Queen of England 1819-1901		Middle Passage	The journey by boat transporting captured Africans from West Africa to the Caribbean Islands.	
						Slavery	An institution where one person is owned by the other.	
						Plantation	A large farm in the Caribbean and southern states of America that used slaves to grow just one type of crop: sugar, tobacco or cotton.	
						Abolition	The legal or official ending of a system or practice.	
						Empire	A group of states/countries under one supreme authority.	
						Militarism	Belief in maintaining a strong army and being prepared to use it.	
						Alliances	Union or association (e,g between nation states) for mutual benefit.	
						Imperialism	Building up and extending an empire for political gain	
						Nationalism	Belief that the interest of the nation/state are the most important factor.	
						Balkans	Area of South-Eastern Europe giving access to Mediterranean Sea.	
						Black Hand	Serbian society that used terrorist methods to promote liberation	
						Who benefitted from slavery?	African slave traders earned huge profits; it provided cheap items for ordinary people to enjoy such as sugar, coffee, tobacco and cotton; it provided markets for manufactured goods; it led to the development of port cities in Britain such as Liverpool and Bristol; money from slavery helped fund key inventions e.g. James Watt's steam engine.	
						Who lost out due to slavery?	Those millions of people who were enslaved or born into slavery. They lost their freedom. Africa lost an estimated 11 million of its healthiest and young people over approximately 250 years. African communities and families were significantly weakened.	
Did You Know?								
Empire		Middle Passage		Plantations				
By 1921, Britain ruled a population of 470-550 million people (around 25% of the world's population) including countries such as Canada, Australia, Hong Kong, India and parts of Africa and the West Indies. The British Empire brought many economic benefits to Britain: however, many of those living in the colonies suffered considerably.		On the Middle Passage, slaves were subject to horrific treatment. They would be stacked 50cm apart, endured temperatures over 35C and the journey could last 40-70 days. Illness was common and up until the 1750's, around 20% of all transported died owing to the awful conditions.		Here, field slaves worked outside under the direction of the overseers and house slaves cooked, cleaned and brought up the children. Conditions were terrible and punishments were harsh.				

Unit 1: Angles in Polygons & Bearings

Unit 2: Complex equations & Formulae

Unit 3: Sequences

Keyword	Definition
Polygon	A 2D shape with a number of straight edges
Convex polygon	All diagonals are inside the polygon
Concave polygon	At least one diagonal is outside the polygon, and at least one reflex angle
Interior angle	An angle inside a polygon
Exterior angle	The angle outside a polygon, formed when one of the sides of a polygon is extended Interior angle + Exterior angle = 180°
Regular polygon	All side lengths and angles are the same size
Interior angles sum	Sum of interior angles of an n -sided polygon = $180(n - 2)$
Exterior angles sum	The exterior angles of any polygon sum to 360°
Tessellation	The covering of a flat surface, using one or more geometric shapes with no gaps. The interior angles around any point must add up to 360°
Bearing	A bearing is an angle measured clockwise from North and always given as 3 digits
Map Scale	The ratio of the distance on the map to the distance in real life

Keyword	Definition
Solve	Find the value of the variable in an equation
Add/subtract algebraic fractions	1. Find a common denominator 2. Scale-up and add/subtract numerators
Simplify algebraic fractions	Divide both the numerator and denominator by a common factor
Multiply algebraic fractions	1. Check to see if the fractions cross-cancel 2. Multiply the numerators 3. Multiply the denominators
Divide algebraic fractions	To divide by a fraction, multiply by its reciprocal
Equation with the variable on both sides	Remove the smaller variable from one side by adding/subtracting it
Subject	The variable which is isolated on one side of the equation, and does not appear anywhere else
Change the subject	Use inverse operations to rearrange it so a different letter is the subject

Keyword	Definition
Sequence	A list of numbers that follow a pattern or rule
Term	A number in a sequence
Term-to-term rule	A rule to get the next term in a sequence
Fibonacci sequence	The next term is found by adding the previous two terms
Square numbers	1, 4, 9, 16, 25, ... The n th term is n^2
Triangular numbers	1, 3, 6, 10, 15, ...
Linear (arithmetic) sequence	A sequence where the term-to-term rule is adding a common difference
n	n represents the position of a term in a sequence
n th term	An algebraic rule to find any term
n th term of a linear sequence	$an + b$ - where a is the common difference - and b is the 0th term
Geometric sequence	A sequence where the term-to-term rule is multiplying by a common ratio
n th term of a geometric sequence	ar^{n-1} - where a is the first term - and r is the common ratio

Think it, Link it:

Year 7 Unit 10 Shapes and Angles
 Year 7 Unit 6 Working with fractions
 Year 7 Unit 8 Solving Equations
 Year 7 Unit 6 Working with fractions
 Year 7 Unit 8 Solving Equations

Self & Peer Assessment Revision Links:



Bearings



Polygons



Map Scales



Solving Equations



Solving Fractional Equations



Solving Fractional Equations ADV



Solving, variables on both sides



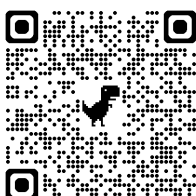
Changing the subject



Changing the subject ADV



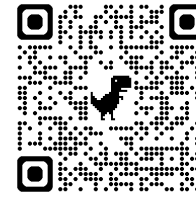
Adding Fractions



Mult + Div Fractions



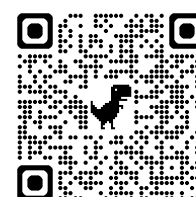
Simplifying Fractions



Fibonacci sequences



nth term sequences



Geometric sequences



Elements

DR T SMITH

Dynamics

Changes in volume

Rhythm

Patterns of note lengths and accents

Texture

The way musical lines are combined in a piece

Structure

The different sections of a piece and the order in which they happen

Melody

Anything about the tunes in a piece of music

Instruments

Which instruments are used, and what they do

Tonality

Information about the key a piece of music uses, and how it changes

Harmony

The chords that are used

A list of recordings which will help you with your learning can be found in student resources in the folder for this unit.

Musical a play that includes singing and dancing to help tell the story

- **Jukebox musical** uses songs that already exist, often by the same artist
- **Book musical** uses songs specially written to fit the play

Dialogue conversation between characters

Sung-through a musical where the dialogue is sung rather than spoken

Lead role one of the main characters

Chorus role the crowd – parts without independent singing or dialogue

Number an individual song or piece from a musical

Solo number a musical number for one (lead) character

Ensemble number a musical number for multiple characters

Chorus number a musical number for the chorus

Voice ranges:

Soprano (high female), **Alto** (low female), **Tenor** (high male), **Bass** (low male)

Texture:

Solo one performer singing or playing the main melody

Unison different parts play or sing the same music at the same pitch (with or without accompaniment)

Monophonic/monophony a texture with one melody and no accompaniment

Homophony/homophonic a texture with one main melody supported by chords

Polyphony/polyphonic a texture with more than one melody at the same time



Tolerance: The ability or willingness to live with the existence of opinions or behaviour that one dislikes or disagrees with.

Mutual respect: Mutual respect involves accepting differences in a respectful manner – you can disagree on opinions, but still get on as people.

British Values

1.Democracy: This value emphasizes the importance of participation in the democratic process.

2.The Rule of Law: This principle asserts that everyone is subject to the law, which should be applied equally and fairly.

3.Individual Liberty: This value supports the freedom of individuals to express themselves and make choices about their lives without undue interference.

4.Mutual Respect: This principle encourages individuals to treat each other with dignity and understanding, regardless of differences in background or beliefs..

5.Tolerance of Those with Different Faiths and Beliefs: This value promotes acceptance and understanding of various religions and beliefs.



Aerobic exercise: any type of cardiovascular conditioning, or “cardio.” It can include activities like brisk walking, swimming, running, or cycling.

Anaerobic exercise: this primarily strengthens your muscles. “Anaerobic” means “without oxygen” and involves more intense, short bursts of physical activity compared to aerobic exercise.

Benefits of regular exercise

1. Reduces the risk of chronic diseases: Regular exercise helps lower the risk of heart disease, type 2 diabetes, and various forms of cancer.

2. Boosts mental health: Exercise can improve mood, reduce anxiety, and combat depression.

3. Enhances physical health: Regular physical activity strengthens bones, muscles, and the cardiovascular system.

4. Improves sleep quality: Exercise can lead to better sleep patterns and reduce sleep disorders.

5. Promotes overall well-being: Regular exercise contributes to a healthier body, mind, and spirit, leading to a more fulfilling life



Communication Skills - the ability for an individual to accurately convey a message to another person or group of people.

This is an important skillset to have in life because the exchange of information is an act that is constantly occurring in everyday life.

Being a good listener: This can make the other person in the conversation feel more valued. It also allows you to respond more appropriately.

Non-verbal communication:

This is your body language. As discussed previously, this can indicate your levels of confidence and assertiveness and how relaxed you are. Eye contact is essential!

Clarity: Be clear, ensure the correct message has come across. This is essential in the workplace if delivering deadlines on time or managing others. Besides, if you mumble off track people will soon stop listening.

Formal or informal: Get your tone right. You wouldn't speak to your manager saying 'alright bruv' and you wouldn't call your brother 'Sir'. Think what's appropriate in each situation. If you're unsure, ask someone you trust beforehand.

Signposting support:

Useful, legitimate and appropriate helplines and charities:

[Young Minds.](#) Child and adolescent mental health charity for teens struggling with any subject. Call: 0808 802 5544

[Teen Line | Teens Support hotline - Connect, talk, get help!](#) Teen Line's highly trained teen listeners provide support, resources and hope to any teen who is struggling.

[SANE.](#) National out-of-hours mental health charity offering emotional support, guidance and information. Call: 0300 304 7000 (4.30pm to 10.30pm)

[Mental Health Foundation.](#) Information and support for anyone with mental health problems.



Autumn Term 1

Key term	Definition	
Stores of energy	Kinetic, gravitational potential, elastic potential, chemical, thermal, nuclear, magnetic and electrostatic	
Transfers of energy	Mechanically, by heating, by radiation and electrically	
Conservation of energy	Energy cannot be created or destroyed, it just transfers from one store to another	
Dissipated	Spread out or used wastefully	
Efficiency	The proportion of the total energy transferred to a useful store	
Power	How much energy is transferred every second	
Renewable energy resource	Can be replenished as quickly as it is used, so it will not run out	
Non-renewable energy resource	Cannot be replenished as quickly as it is used, so it will run out	

Renewable Energy Resources	Non-Renewable energy Resources
Wind Solar Geothermal Water (hydroelectric, wave, tidal) Biomass / Biofuel	Nuclear Fossil fuels (coal, oil and gas)

Physics PE Energy

Quantity	Unit	
Energy	Joule, J	
Power	Watt, W	
Unit of electricity	Kilo-Watt hours, kWh	
Work done	Joule, J	
Efficiency	No unit, or percentage, %	

Equations

$$\text{power (W)} = \frac{\text{energy transferred (J)}}{\text{time taken (s)}}$$

$$\text{units of energy (kWh)} = \text{power(kW)} \times \text{time(hr)}$$

$$\text{efficiency} = \frac{\text{useful output energy (or power)}}{\text{total input energy (or power)}}$$

$$\text{work done (J)} = \text{force (N)} \times \text{distance moved (m)}$$



Key Words:

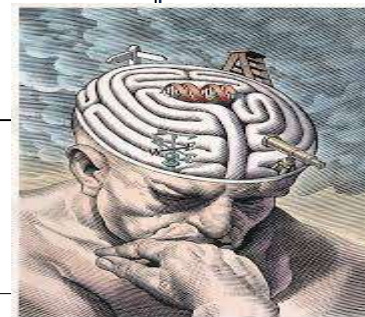
- ❑ **Good:** to be desired or approved of, that which is morally right; righteousness.
- ❑ **Bad:** of poor quality or a low standard. Disappointing, can cause harm.
- ❑ **Right:** Morally good, justifiable and acceptable.
- ❑ **Wrong:** Not correct or true. Unjust and dishonest.
- ❑ **Morality:** a lesson that can be derived from a story or experience. standards of behaviour; principles of right and wrong.
- ❑ **Nature:** Influence of genetics on a person's traits and behaviours.
- ❑ **Nurture:** Refers to the impact of environmental factors, such as upbringing and life experiences
- ❑ **Ethics:** The branch of knowledge that deals with moral principles. moral principles that govern a person's behaviour or the conducting of an activity.
- ❑ **Conscience:** knowledge of ones' own thoughts. a person's moral sense of right and wrong, viewed as acting as a guide to one's behaviour.

Humanism: How they make decisions:

- ❑ Reason and Empathy:
- ❑ Focus on Human Well-being:
- ❑ Social Responsibility:
- ❑ Evidence and Critical Thinking:
- ❑ Avoiding Harm:
- ❑ No Divine Authority:

Religious Sources of Authority:

- ❑ **Bible:** The book sacred to Christians (see also Christian), which they consider to be the inspired word of God. The Bible includes the Old Testament , which contains the sacred books of the Jews (see also Jews), and the New Testament , which begins with the birth of Jesus.
- ❑ **Qur'an:** Is the central religious text of Islam, believed by Muslims to be a revelation directly from Allah. It is organized in 114 chapters which consist of individual verses
- ❑ **Torah:** The Torah is the compilation of the first five books of the Hebrew Bible, namely the books of Genesis, Exodus, Leviticus, Numbers and Deuteronomy. The Torah is also known as the Five Books of Moses.
- ❑ **Sacred Texts in Hinduism for example; the Vedas or Bhagavad Gita:** Hinduism's sacred texts are vast and diverse, broadly categorized as Shruti ("what is heard") and Smriti ("what is remembered").
- ❑ **Guru Granth Sahib:** Is the holy scripture of Sikhism and is considered the living Guru. It is a collection of hymns, prayers, and teachings from the Sikh Gurus and other holy men, including both Hindu and Muslim writers.
- ❑ **The Tripikata:** Which translates to "Three Baskets". This vast collection of scriptures contains the teachings of the Buddha and is divided into three main sections.



Sikhism: How to make decisions

- ❑ **Teachings of Gurus:** The Sikh Gurus' teachings emphasize equality, devotion to one God, honest living, selfless service, and living in harmony with others. They promote the rejection of idolatry, social injustice, and materialism, encouraging a life of truth and compassion.
- ❑ **Three Pillars:** The three pillars of Sikhism, which form the foundation of the religion, are Nam Japna (Remembering God's Name), Kirat Karna (Earning an Honest Living), and Vand Chakna (Sharing with Others). **Five virtues:** The five virtues in Sikhism are Truth (Sat), Compassion (Daya), Contentment (Santokh), Humility (Nimrata), and Love (Pyar).
- ❑ **Sikh Code of Conduct:** The Sikh code of conduct, known as Sikh Rehat Maryada, is a comprehensive guide for Sikhs, outlining their religious, moral, and social life. It emphasizes living a life of piety, honesty, and service, while upholding the principles of equality and social justice.

Christianity:

- ❑ **Bible:** The Bible is often cited as a source of morality by Christians, who believe it provides divinely revealed moral principles and values
- ❑ **Jesus:** Jesus is widely regarded as a source of morality within Christianity, with his teachings and example serving as a foundation for ethical conduct. Key aspects include the Golden Rule, emphasis on love, forgiveness, and selfless service, all of which are seen as essential components of a moral life.
- ❑ **Conscience:** In Christianity, conscience is understood as an inner sense of right and wrong, guiding individuals to discern and act according to God's will. It is seen as a faculty given by God
- ❑ **Church:** In Christianity, the Church plays a central role in shaping and guiding morality, though the sources and methods of moral authority vary among different denominations.

Islam: How to make decisions

- ❑ **The Sunnah:** Sunnah is the body of traditions and practices of the Islamic prophet **Muhammad** that constitute a model for Muslims to follow
- ❑ **Shari'ah (Islamic Law):** meaning "the straight path" in Arabic, is the Islamic legal system derived from the Quran and the Sunnah (Prophet Muhammad's practices). It's a comprehensive code of conduct and law that governs all aspects of a Muslim's life.
- ❑ **Ummah:** Refers to the global community of Muslims, emphasizing their unity and shared faith.

El transporte		
a pie	<i>on foot</i>	
en coche	<i>by car</i>	
en avión	<i>by plane</i>	
en barco	<i>by boat</i>	
en tren	<i>by train</i>	
en motocicleta	<i>by motorbike</i>	
en autocar	<i>by coach</i>	
en bicicleta	<i>by bike</i>	
¿Con quién?		
con mi familia	<i>with my family</i>	
con mi clase	<i>with my class</i>	
con mis amigos	<i>with my friends</i>	
con mis padres	<i>with my parents</i>	
¿Qué tiempo hace?		
hace buen tiempo	<i>it's nice weather</i>	
hace mal tiempo	<i>it's bad weather</i>	
hace calor/frío	<i>it's hot/cold</i>	
hace sol	<i>it's sunny</i>	
hace viento	<i>it's windy</i>	
llueve	<i>it's raining</i>	
nieva	<i>it's snowing</i>	
el tiempo es variable	<i>the weather is variable</i>	
hay niebla/tormenta	<i>there's fog/a storm</i>	
hay chubascos	<i>there are showers</i>	
está nublado	<i>it's cloudy</i>	

¿Qué haces cuando estás de vacaciones?		
visito monumentos	<i>I visit monuments</i>	
compro una camiseta	<i>I buy a t-shirt</i>	
saco fotos	<i>I take photos</i>	
monto en bicicleta	<i>I ride a bike</i>	
descanso en la playa	<i>I relax at the beach</i>	
mando SMS	<i>I send texts</i>	
bailo	<i>I dance</i>	
nado en el mar	<i>I swim in the sea</i>	
tomo el sol	<i>I sunbathe</i>	
¿Qué haces cuando estás de vacaciones?		
como paella	<i>I eat paella</i>	
salgo con mi hermana	<i>I go out with my sister</i>	
escribo SMS	<i>I write messages</i>	
veo castillos interesantes	<i>I see interesting castles</i>	
bebo limonada	<i>I drink lemonade</i>	
Los países		
Escocia	<i>Scotland</i>	
España	<i>Spain</i>	
Francia	<i>France</i>	
Gales	<i>Wales</i>	
Grecia	<i>Greece</i>	
Inglaterra	<i>England</i>	
Irlanda	<i>Ireland</i>	
Italia	<i>Italy</i>	

¿Qué hiciste?		
visité monumentos	<i>I visited monuments</i>	
compré una camiseta	<i>I bought a t-shirt</i>	
saqué* fotos	<i>I took photos</i>	
monté en bicicleta	<i>I rode a bike</i>	
descansé en la playa	<i>I relaxed at the beach</i>	
mandé SMS	<i>I sent texts</i>	
bailé	<i>I danced</i>	
nadé en el mar	<i>I swam in the sea</i>	
tomé el sol	<i>I sunbathed</i>	
¿Qué hiciste?		
comí paella	<i>I ate paella</i>	
salí con mi hermana	<i>I went out with my sister</i>	
escribí SMS	<i>I wrote messages</i>	
vi* castillos interesantes	<i>I saw interesting castles</i>	
bebí limonada	<i>I drank lemonade</i>	
'ir' (to go) in the preterite tense		
fui	<i>I went</i>	
fuiste	<i>you went</i>	
fue	<i>he/she went & it was</i>	
fuimos	<i>we went</i>	
fuisteis	<i>you all went</i>	
fueron	<i>they went</i>	

Present tense

-ar verb endings present

-o	-amos
-as	-áis
-a	-an

-er verb endings present

-o	-emos
-es	-éis
-e	-en

-ir verb endings present

-o	-imos
-es	-ís
-e	-en

Near future tense

The near future

voy a visitar monumentos	<i>I am going to visit monuments</i>
voy a sacar fotos	<i>I am going to take photos</i>
voy a bailar	<i>I am going to dance</i>
voy a comer paella	<i>I am going to eat paella</i>
voy a beber limonada	<i>I am going to drink lemonade</i>

The near future:

It is the equivalent of 'I am going to...' in English.

Form of 'ir' + a + infinitive
e.g. Voy + a + hacer

Preterite (past) tense

-ar verb endings preterite

-é	-amos
-aste	-asteis
-ó	-aron

-er verb endings preterite

-í	-imos
-iste	-isteis
-ió	-ieron

-ir verb endings preterite

-í	-imos
-iste	-isteis
-ió	-ieron

¿Cuándo?

luego	<i>then</i>
más tarde	<i>later</i>
después	<i>after</i>
el primer día	<i>on the first day</i>
el último día	<i>on the last day</i>
otro día	<i>another day</i>
por la mañana	<i>in the morning</i>
por la tarde	<i>in the afternoon</i>

¿Por qué?

me gustó	<i>I liked (it)</i>
me encantó	<i>I loved (it)</i>
porque	<i>Because</i>
visité monumentos interesantes	<i>I visited interesting monuments</i>
conocí a una chica guapa	<i>I met a pretty girl</i>
hizo buen tiempo	<i>It was good weather</i>
comí algo malo y vomité	<i>I ate something bad and vomited</i>
llovió	<i>It rained</i>
perdí mi móvil	<i>I lost my phone</i>

¿Cómo te fue?

fue divertido	<i>it was fun</i>
fue estupendo	<i>it was brilliant</i>
fue fenomenal	<i>it was fantastic</i>
fue flipante	<i>it was awesome</i>
fue genial	<i>it was great</i>
fue guay	<i>it was cool</i>
fue regular	<i>it was ok</i>
fue un desastre	<i>it was a disaster</i>
fue horrible	<i>it was horrible</i>
fue horroroso	<i>it was terrible</i>
fue raro	<i>it was weird</i>

Timetable

[illegible]